

Innovative Research on the Whole-process Model of College Employment Guidance in the New Situation

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ABSTRACT. *With China higher education's reform of changing from elite education to popular education and the graduate employment system reform, the competition for college students' employment has become increasingly fierce. However, there are many problems in the traditional employment guidance model of college students, which cannot adapt to the new situation. Therefore, the employment guidance model is very important and can better meet the opportunities and challenges which were faced by our college students in employment.*

KEYWORDS: *The new situation, Efficient employment guidance, Full-process model, Innovation*

1. The Grim Situation Faced with the Employment of College Students

The number of college graduates in China has increased year by year, from a linear increase of 829,800 in 1998 to 84,70000 in 2020, which has increased more than 10 times in short 22-year efforts. The admission rate of higher education has reached 75%, which was more than doubled in 1998. The increase in the number of graduates has increased the employment pressure for graduates, which is also an important reason for the increasing number of graduates every year, and there are a large number of various private colleges and universities of various types of graduates continue to join the army of employment every year. On the other hand, although the country's economic situation is getting better and more jobs are being provided by society, there is still a considerable gap compared to the rapidly growing employment demand. Although efforts are being made across the country to create a good atmosphere for attracting talents to "build a nest to attract phoenixes, and to store water to raise dragons", some specific policies, such as household registration restrictions, have created inequality in employment, which has also exacerbated the employment situation to a certain extent. In addition, some graduates have incorrect employment concepts; they have job opportunities without employment interest; they fail to seize opportunities well; they own narrow employment consciousness; they have high expectations and blindly compare with others and work, but they lack the ability to be in their place. Persons who are in the position don't confine themselves to their own duties, which affects the employment of college students to a certain extent.

2. Problems in China's Traditional Employment Guidance Model

2.1 *Employment Guidance Focuses More on Services Than on Education.*

The traditional employment guidance only stays in the job selection guidance in the graduation link, which is specifically reflected in the graduates' policy explanation, information release, and skill guidance. Most employment guidance staff and college students receiving guidance regard the improvement of the graduates primary employment rate and smooth employment as the sole purpose, which makes employment guidance work become a short-term behavior with emphasizing service and disregarding education. Over-emphasizing the practicality and specialized service functions of employment guidance and ignoring the core task of students' professional competence development have caused employment guidance workers to devote most of their energy to coping with transactional work, which affected the in-depth development of employment guidance work and its effective role of its functions to a certain extent.

2.2 *The Degree of Employment Guidance's Professionalization is Low.*

The current employment guidance work in colleges and universities is mainly done by students work system, most of whom are party and government cadres with rarely receiving professional training, which is far from the

requirements of professionalism and expertization. Employment guidance agencies have large gaps in staffing, funding, equipment, etc. leading to the lack of a high-quality, knowledgeable and professional employment guidance team for employment guidance, and the lack of sufficient information, equipment and hardware guarantee for employment guidance. The guidance content and methods are also relatively simple and random, and they rarely use modern employment guidance methods such as psychological scales, occupational interest databases and computer networks.

2.3 Problems exist in employment guidance teaching

Employment guidance ignores the shaping of students' personality, the development of potential and the cultivation of entrepreneurial and innovative capabilities, and it lacks of professional ability testing and career planning. Employment guidance materials are poor, and the content of practical experience and specific skills are difficult to meet the students' actual situation in the employment process need. Employment guidance courses are insufficient in importance compared to professional courses, and the curriculum setting needs to be further adjusted and improved. The teaching level of some employment guidance teachers is low, which is not conducive to moderating the students' enthusiasm of classes, which affects the teaching effect.

3. The Innovative Research on the Whole-Process of Employment Guidance Model

3.1 Renewing the Work Concept and the Employment Guidance Work in Colleges and Universities Should Transform Services into Education and Services side by side.

The current mode of employment guidance is transforming a "temporary grinder" type guidance into a "long-term preparation" type guidance, that is, the employment guidance work needs to radiate from the graduation class to the lower grades, which runs through the entire process of university education. The employment guidance of college students is not only to enable students to find a job smoothly, but also to give full role to the students' own strengths, which allows the students to find jobs that can adapt to their own future development. Therefore, we must continue to vigorously update the employment guidance concepts, let students master modern science and technology, should also help students fully demonstrate themselves in the process of career selection, and ultimately can achieve personal value and social value.

3.2 Innovating Working Methods to Make the Employment Guidance of Colleges and Universities Develop Towards a Professional and Professional Way.

The employment guidance work of college students is not a single way to let students master how to find a job, but also should guide students to cultivate their own potential and creativity, and cultivate the independent viability of college students to adapt to the unpredictable market. Therefore, when giving job guidance for college students, students should be the main body to let students know themselves. At present, many colleges and universities have begun to attach great importance to the employment guidance of college students. Basically, a unified education will be provided after a period of time for college students to enter school. Career counseling for college students is a long-term and systematic work. This kind of education is fully implemented in the entire higher education. For example, for freshman students, the focus is on making them more responsive to university life. For sophomore students, it is necessary for them to know themselves, and they must work hard to solidify their basic knowledge. For junior students, they must improve the students' ability and broaden their knowledge. For senior students, it is time to solve students' own career selection. Only by combining with each other can the students go further and further on the career path in the future. It is still difficult for college students' employment guidance to be effective. Especially in China, the work is carried out relatively late and lacks in experience. College students' employment guidance must be made more professional. For this reason, colleges and universities have also set up special counseling agencies, suggesting a high-quality counseling team, carrying out various forms of counseling work, conducting career planning announcements and organizing career planning contests, career planning training camps and other activities have continuously improved the effectiveness of counseling.

4.3 It Has Improved the Training Model and Carried out Targeted Work in Stages and At Different Levels.

College employment guidance is now based on students' physical and psychological characteristics, different grades and different educational levels, and adopts different target training models. It can be divided into the

following three stages.

The first stage is the stage of understanding and setting goals. After a tense college entrance examination, faced with a new environment, new way of life and learning methods, the freshmen often feel confused and wandering, unable to find the right direction and goals. Employment guidance should start from this stage, help them get out of the misunderstanding, correctly understand the characteristics of the profession and the prospects of employment, and find the true life positioning and struggle direction as soon as possible. “Teaching people to fish is not as good as teaching people to fish”, we should understand and grasp the employment behavior from a higher level of career and life planning, so that the employment guidance work reflects more humane care.

The second stage is the stage of preparation and ability improvement. This stage is mainly aimed at sophomore and junior students. It is necessary to educate students not only to understand themselves correctly, but also to strive to improve their qualities in all aspects. On the basis of students' clear thinking about goal and struggle, the employment guidance at this stage should guide them to improve their “hardware” and “software” levels and reserve knowledge and energy for future employment. It needs to guide them to study seriously, to master excellent professional skills, and to focus on cultivating various abilities. It needs to expand their knowledge around specialty and hobby. At the same time, we must provide them with internships and training opportunities through practice to make up for the lack of professional education.

The third stage is sprint, practical application stage. The reserve of college students' knowledge and abilities is basically completed in the first two stages. The employment guidance at this stage should focus on providing a good objective environment for graduates, such as explaining employment policies, analyzing the employment situation, collecting demand information, and teaching career selection skills, good psychological counseling, etc. as well as career selection guidance for specific issues during the career selection period.

Of course, the establishment of a full-scale employment guidance model is inseparable from the construction of employment guidance agencies, teams and professional disciplines. Only when these two constructions are done well, can a scientific college-wide employment guidance model be constructed through the above three stages.

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